



Mountain Pointe High School
Tempe Union High School District
4201 E. Knox Road, Phoenix, AZ 85044-4701

ARIZONA
School Report Card
2000-2001

Principal: Dr. Wayne Mosher
Schedule: 7:00 AM to 3:30 PM
Web Address: www.tuhsd.k12.az.us
E-mail: wmosher.mtp@tuhsd.k12.az.us

Grades: 9-12
1999 Enrollment: 2329
Phone: (480) 759-8449
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✓ **School Overview** ✓

Mission

By design, Mountain Pointe is a successful school. Its mascot, the Pride, is indicative of the spirit of family, staff and community working together to provide success opportunities for all students. The 1999-2000 dropout rate of 2.35% is in part attributed to the 74 student clubs and extracurricular activities; the commitment to high academic standards of excellence throughout the curriculum; the no-tolerance attitude toward discipline, violence and drugs; and parent and community involvement.

Organization and Philosophy

School/Academic Goals

- w Traditional
- w Self-contained Classrooms
- w Department/Team Planning Workrooms
- w Team Teaching

- w All students will demonstrate appropriate behavior, respect for diversity, responsibility for learning and esteem for self.

Instructional Programs

- w Dual College Credit
- w Diverse/Involved Fine Arts Program
- w On-site Special Education
- w Sp Ed/Regular Class Team Teaching
- w Interdisciplinary Courses
- w Honors Classes
- w Advanced Placement
- w Career Pathways

- w All students will demonstrate improvement in critical thinking and problem-solving skills throughout the curriculum and in real-life situations.

- w All students will demonstrate improvement in study skills, especially in time management and note taking.

- w All students will demonstrate improved writing skills in all curricular areas (use of correct mechanics and effective communication strategies).

Enrollment

2000-2001 School Year Student Enrollment as of 8/18/00: 2387
Accepting New Students in 2000-2001 Under Open Enrollment Law¹: Yes
Number of Students Attending Under Open Enrollment in 1999-2000: 212

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 7 Teacher(s)
 4 Parent(s)
 1 Non-certified Employee(s)
 1 Community Member(s)
 4 Student(s)

Council Duties

w Curriculum Development
 w Instructional Strategies
 w Parent/Educator Relations
 w School Safety Issues
 w Student Discipline
 w School Improvement

▽ Staffing Information ▽

School administration and instruction for school year 2000-2001 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	103.00
Other Professional Staff	14.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	13	0	0
4 to 6 years	4	10	0	1
7 to 9 years	3	22	0	0
10 or more years	3	31	1	0

▽ Shared Responsibilities ▽

School

Communication with parents is the school's key responsibility. Open forums and surveys are a part of decision making, and various recommendations are accepted from ad hoc parent committees. Parents receive information regarding school policies, rules and curriculum at two annual open houses and throughout the year via the school calendar and a community newspaper. Weekly syllabi are provided by each teacher on the Voice Mail system. Daily phone calls regarding student truancy prevents dropouts.

Parents

Pride parents are responsible for providing the best possible opportunity for students to succeed in school, including providing necessary nutrition, clothing and transportation, and being involved in their student's learning. Parents may ask questions, hold meetings with staff, attend staff functions and meetings, and visit classrooms. Additionally, parents are responsible for assisting staff in enforcing school guidelines and district policies.

▽ Transportation Policy ▽

Transportation is provided to all students who live beyond a two-mile radius where obvious physical hazards exist. Students living outside the radius may be required to walk as much as one and one-half miles to a designated bus stop. Except for emergencies, district-provided transportation to and from school and school-related activities is in school-owned and operated vehicles or in superintendent-approved carriers only.

▼ Calendar Information ▼

Number of Instruction Days:	175	First Day of School:	8/21/00
Average Daily Instruction Time:	6 hrs. 54 min.	Last Day of School:	5/24/01
Number of Year-round Tracks:	0	Operates on Traditional Schedule	

Report Card Release Dates

10/19/00	12/22/00	3/9/01	5/24/01
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Additional Calendar/Report Card Information

In addition to quarterly report cards, progress reports are distributed four and one-half weeks into each quarter. Additionally, schoolwide goals, goal assessment and students' assessment results are distributed through a school-community newspaper and in various structured meetings.

▼ Resources Available at School Site ▼

Nutrition and Limited English Proficient Programs

Federal food programs available to eligible² students:

Breakfast - No Lunch - Yes Summer Food - No

Limited English Proficient programs³ available to eligible students:

Bilingual - Yes ESL - Yes ILEP - Yes

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

³ Limited English Proficient (LEP) means having a low level of skill in comprehending, speaking, reading and writing the English language because of being from an environment in which another language is spoken. LEP students are eligible to participate in one of the programs that follow. English as a Second Language (ESL): Students are given daily instructions in English language development and cognitive and academic skills development in English, as well as instruction in the history and culture of the United States and the culture associated with their primary home language. Bilingual: Students are given instruction in and through English and their primary home language to increase dual language proficiency and academic achievement. Individual Language Education Program (ILEP): Each school district having nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide these LEP pupils with either a bilingual program or ESL program or shall provide an ILEP for each of these pupils that provides a plan for meeting the cultural and linguistic needs of the pupil. An ILEP consists of a systematic, individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction.

Special Facilities

W TV Productions Lab/Studio	W State Certified Day Care Center
W Computer Labs: 356 Mac, 100 IBM	W Strong Library Resources Program

Extracurricular Activities

W Three Full-stage Theatre Productions	W All AIA Sports/Band/Choir
W Academic Decathlon	W Teen Court, Youth and Government
W 74 Clubs/Extracurricular Activities	W SADD/BSU/MECHA
W Pride Reaching Out (PROs)	W Student-staffed Tutoring Center

School/Community Resources

W Day Care	W Lunch Program
W Crisis Intervention	W Job Placement Services
W Adult Education	W Community Classes
W YMCA Partnership Activities	W Tutoring/Academic Assistance

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 1999-2000.

1999-2000 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W Mountain Pointe students continue to perform well above the state and national averages on the ACT. 1999-2000 scores of Mountain Pointe: English 22; reading 22.8; math 23.3; science reasoning 22.1.</p> | <p>W Reducing the student dropout rate is one of our long-term goals. Effective strategies implemented three years ago have resulted in a steady rate of decline. The 1999-2000 dropout rate was 2.35%.</p> |
| <p>W Mountain Pointe students scored well above the state and national averages on the SAT: 516 verbal and 527 math.</p> | <p>W Our athletic/activities programs are outstanding. We have received numerous awards for the most outstanding programs in the state & locally. Both boys/girls have been awarded for their excellence. School involvement encompasses about 75% of students.</p> |

Student Information: 1999-2000 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.1%	94.7%	93.4%	94.1%
Transfers Out ⁴	10.3%	13.2%	12.2%	12.7%
Transfers In ⁵ : Within District	1.2%	2.2%	1.8%	2.1%
Transfers In ⁵ : Out-of-District	0.9%	5.9%	5.5%	5.8%
Promotion Rate ⁶	94.2%	97.7%	95.4%	82.3%
Retention Rate ⁷	1.6%	1.4%	2.4%	5.1%
Dropout Rate ⁸	3.0%			12.2%
Status Unknown ⁹	2.0%			7.0%

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 1999-2000 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 1999-2000 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 1999-2000 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 1999-2000 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 1999-2000 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1998-1999 school year, to include activity during the summer of 1998. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 1999-2000 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 1998-1999 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
HA Hendrickson Award (3 Years)	2000
National Merit Finalists (3)	2000
Earl McUllar Award (2 Years)	2000
Nat'l Achievement Scholarship Finalist	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is a test designed to measure each student's progress in learning the Arizona Academic Standards. Effective with the Class of 2002 (tenth graders in 1999-2000), students must meet or exceed the Standard on the reading and writing portions of AIMS in order to be eligible for a high school diploma. Students in the class of 2004 must also pass the math portion as a graduation requirement. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing or math will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5 and 8 will also take AIMS.

AIMS Results, 1999-2000

Grade 10 (Class of 2002) ²		Number Tested	MS	FFB ¹	A ¹	M ¹	E ¹
Reading	School	530	541	5%	12%	58%	26%
	District	2761	541	5%	14%	53%	28%
	State	49292	523	12%	20%	47%	21%
Writing	School	530	494	7%	44%	48%	0%
	District	2863	493	7%	47%	46%	0%
	State	49069	474	18%	49%	33%	1%
Mathematics	School	538	468	61%	16%	22%	1%
	District	3014	473	57%	16%	25%	1%
	State	48238	452	72%	11%	16%	1%

Legend

MS	- The Mean Score (average) on a 200-800 scale. A student must have achieved a score of 500 to meet the standard. Scale scores are not comparable between content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2002 is the cohort of students who began 9th grade during the 1998-1999 school year.

Items of data containing information about fewer than five students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2000-01 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than five students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

		1996-1997			1997-1998			1998-1999			1999-2000		
Grade	Content Area	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
9	Reading	93	50	43	95	56	44	94	54	43	94	53	43
	Language	94	46	37	96	57	39	95	53	39	95	52	40
	Mathematics	93	62	54	94	71	57	93	66	57	95	70	59
10	Reading	92	49	42	92	53	42	91	52	42	94	51	42
	Language	95	52	43	95	57	43	94	56	44	93	55	44
	Mathematics	89	58	46	91	56	47	92	57	49	94	58	50
11	Reading	91	60	46	85	59	46	89	51	44	88	56	45
	Language	92	54	42	87	56	43	93	48	42	88	55	44
	Mathematics	91	67	49	85	64	51	89	59	52	89	65	55

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 1999 and 2000. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2000. Average student growth over the course of the past academic year is compared to a national average in the table below. One hundred percent (100%) indicates that students in a particular grade level at the school have achieved an average amount of growth compared to a national sample. A percentage greater than 100 percent indicates student growth was greater than the national average.

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2000 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

We have a full-time liaison police officer as a part of the Safe Schools Grant and six security officers. We are a closed campus that prohibits leaving campus during the school day. Students/staff are required to wear picture ID. Students are required to carry Big Passes whenever they leave the classroom. Only one student can be out of a classroom at a time. Students may not leave the classroom the first ten minutes or the last ten minutes. Teacher Assistants wear picture ID signifying TA.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

▼ Per Pupil and School Expenditures for the 1999-2000 School Year ▼

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,326	\$5,256,234
Classroom Supplies	\$21	\$48,346
Administration	\$344	\$777,870
Support Services-Students	\$402	\$907,305
Other Support Services and Operations	\$1,217	\$2,748,914
Total Expenditures- All Categories 1999-2000	\$4,310	\$9,738,669

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Classroom Enhancement Funds 1999-2000 ▼

For fiscal year 1999-2000, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, Arizona Revised Statutes, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 1999-2000 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$315,685.21 [\$18.48 per Student x Enrollment (ADM)].

Enhancement Programs	Amount Spent
Classroom Teacher Salaries	\$55,087.07
Employing New Teachers	
Teacher Training and Development	
Classroom Technology	
Strengthening K-3 Programs	
Additional School Days	
Support Programs to Meet State Standards	
Reading Clinics	
Achieving/Maintaining School Sizes for Fewer Than 450 Pupils	

Total Amount of Classroom Enhancement Funds Expended at the School Level \$55,087.07

▼ Contacts ▼

	Name	Phone	Extension
School Site Council	Wayne Mosher	(480) 759-8449	56124
Transportation Policy	Wayne Mosher	(480) 759-8449	56124
Community Resources	Cheri Mabbitt	(480) 759-8449	57424
School Nutrition Programs	Rick Griffith	(480) 345-3724	
Parent Organization	K.R. Scott	(480) 759-8449	58131
Student Health/Nurse	Jean Kennedy	(480) 759-8449	56125

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at <http://www.ade.state.az.us/srcs/> on the Internet.

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